

The University of Tennessee at Martin
Department of Educational Studies
Course Syllabus
Fall 2003

Instructor:	Dr. Crystal Whitlow	Office Hours:	Monday 11:30-noon/1-6
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I. COURSE NUMBER AND TITLE

Special Education 300/500
Exceptional Child

II. SEMESTER CREDIT HOURS

3 semester hours/ 45 clock hours

III. CATALOG DESCRIPTION

An introductory course designed to provide an overview of the field of special education. Principles, characteristics, programs, special needs, legal requirements, and instructional strategies related to the education of children with exceptionalities.

IV. RATIONALE

Special Education is an integral part of any educational system that is serving students whose learning needs require specialized instruction. It allows for exposure to the many facets of the education profession, including special education teachers, regular education teachers, counselors, school psychologists, administrators, etc. For those individuals entering the special education endorsement or degree sequence, the course provides a general introduction to topics that will be addressed in greater depth during further special education coursework.

V. TEACHER EDUCATION MODEL

The UTM Teacher Education Model is designed to develop teachers who facilitate learning by engaging in methods and strategies that can transform students from passive recipients of information into active participants in their own intellectual growth. The faculty is committed to providing pre-service teachers with a variety of experiences to increase understanding, skills, and dispositions in dealing with students of diverse cultural backgrounds and varying

learning styles. The faculty also view technology as an integral component of the teacher preparation program and believe pre-service teachers should know how to enhance learning through the use of a wide variety of materials including human and technological resources. Therefore, imbedded and intertwined among components of the conceptual framework are the commitments to *diverse learners* and the *use of technology* as an additional *communication* tool to enhance student learning. The following are the three primary components to the Conceptual Framework that serve as a knowledge base for the UTM Teacher Education Program in producing *Teachers as Facilitators of Learning*:

- A. Reflective Practitioner
- B. Pedagogical Skills
- C. Professional and Ethical Behavior

VI. OBJECTIVES/GOALS

Cognitive Objectives:

(Numbers identify the literature base listed under references.)

The student will:

1. increase awareness of the legal requirements for providing special education and related services as stipulated in legislation and regulations. (Conceptual Framework B, D, I) (39, 72, 73, 79, 94) (State Matrix-IIID)
2. synthesize major trends in services for individuals with exceptionalities, including increased participation in normalization and integration, the role of litigation in shaping special education services, the growing focus on cultural pluralism in special education. (Conceptual Framework A, B, E) (3, 5, 33, 39, 44, 47, 84, 94) (State Matrix-IIC; Professional-IF)
3. increase awareness of the psychological and behavioral characteristics of exceptionalities, including mildly, moderately, and severely handicapping conditions, and gifted and talented. (Conceptual Framework B, C, D, E, F) (6, 7, 16, 17, 18, 29, 59, 62, 74, 85, 86, 89, 94) (State Matrix-IA, IB, IC, IE, IIA; Professional-IIA)
4. identify the major approaches utilized in educating persons with various exceptionalities (Conceptual Framework A, B, C, D, E, G, I) (18, 19, 21, 34, 39, 41, 43, 52, 54, 67, 69, 73) (State Matrix- IIF, IIH, IIM; Professional- IIC, IIF, IIG)
5. sequence the steps in the special education pre-referral, referral, eligibility, placement, and programming process, with a focus on the role of assessment. (Conceptual Framework A, C, E, F, G, I) (39, 59, 91, 94) (State Matrix- IA, IB, IC, IE; Professional-IIG)
6. recognize the importance of parental involvement in a student's education and development. (Conceptual Framework C, E, F, G, I) (22, 25, 26, 30, 44, 57, 68, 76, 82) (State Matrix-IIIE, IIF, VIA; Professional-IIH, III, IIIB)
7. examine the newest trends in special education services, including the use of microcomputers and other technical aids, early intervention, transition, and

collaboration/consultation. (Conceptual Framework A, C, E, F, G, H) (24, 38, 39, 49, 51, 52, 54, 56, 63, 88) (State Matrix-IID, IIE, IIM; Professional-IF, IIF, IIH)

Affective Objectives:

The student will:

1. recognize the rights of individuals with exceptionalities as full members of society. (Conceptual Framework C, E, G, I) (4, 32,39, 44, 59, 65, 71, 73) (State Matrix– IID, IIF, VIA; Professional– IF, III, IIIB)
2. affirm the concept of least restrictive environment and the necessity of integrating students with a variety of educational strengths and needs. (Conceptual Framework C, E, G, I) (13, 28, 39, 43, 79, 92) (State Matrix– IIC, IID, VIA; Professional– IF)
3. develop effective teacher/student/parent communication skills. (Conceptual Framework C, G, I) (20, 22, 23, 44, 47, 52, 78, 82, 83) (State Matrix-IIE, IIF, VIA; Professional-IF, IIH, III, IIIB)

VII. COURSE CONTENT/ACTIVITIES

- A. Introduction to special education as focusing on exceptional learning needs.
- B. Identifying risk factors in the area of development and the need for early intervention.
- C. Understanding the child with exceptionalities in the school, home, and culture.
- D. Discussion of the state and federal legislation and litigation relating to special education, with emphasis on P.L. 94-142 (EHA) and changes brought about by P.L. 101-476 (IDEA).
- E. Examination of areas of exceptionalities: gifted and talented, learning disabilities, attention deficit disorder, emotional and behavioral disorders, communication disorders, hearing impairments, visual impairments, physical and other health impairments, traumatic brain injury, mental retardation, and autism.
- F. Demonstration of knowledge of the special education procedural sequence of pre-referral/referral, assessment, eligibility, programming by following a hypothetical student through the process, highlighting the team concept involving parents, teachers, counselors, administrators, etc.
- G. Discussion of the movement from exclusion to inclusion for students with disabilities and an understanding of the roles different individuals play in a student's education, communicating and cooperating.
- H. Examination of the newest trends in special education services: early intervention, assistive and adaptive technology, transition, collaboration/consulting, co-teaching, multicultural issues in special education.

VIII. EVALUATION PROCEDURES

- A. **Exams:** there will be a mid-term and final exam at the assigned time. If you must take the exam at a different time, you must get prior permission.
- B. **Annotated Bibliography:** Each student will complete an annotated bibliography with at least 10 **peer reviewed journal article** reviews on **one** topic of your choice. Some suggested topics include: inclusion, early childhood special education, parent involvement, classroom management. The reference for each article should be in APA format, 5th Edition. Each annotation should be 3-5 sentences (or 50-100 words) with NO personal opinions. WEB sites, newspapers, book reviews, and magazine articles are NOT journal articles! If an article does not have an author, do not use it. **The first page of each article must be included with the bibliography.** NOTE: There is no excuse for not having references in APA format. The UTM Bookstore sells the Publication Manual of the American Psychological Association, 5th edition, and the LRC has two copies on reserve. An example of the assignment may be found on blackboard. This must be submitted via digital dropbox in WORD or RTF format for the purpose of increasing your computer technology skills. Hard copies will not be accepted.
- C. **Collaborative Teaching Unit:** Each student will participate in a collaborative teaching lesson. Each group will present/teach a chapter from the text to the class. The required length of the total lesson will be 30 minutes (NO MORE)- that's about 10 minutes per person. Each person will be responsible for his/her part, and grades will be given for each individual's work according to the following:
1. **Outline** for your part of the presentation (I will need a copy at the time of the presentation, so if you need a copy, make two) (10 points) (each person in the group)
 2. **Handouts** (individual) (10 points) (1 person in the group)
 3. **Overheads or Other Media**– *make sure they are large enough to see.* (size 20 font). If you are going to need a TV/VCR or the C.O.W., you are responsible for reserving it in the LCR. (10 points) (1 person in the group)
 4. **Reference Page**– Each student must turn in any reference citations you used to gather information for your presentation. (APA format!) If you use the text, reference it in APA format. (10 points) (each person in the group)
 5. **Overall Presentation**- (eye contact, organization, delivery) (60points)

D. In-class Activities: Quizzes/Case Studies/etc.– used to check understanding

Grading		
Exams	2@100ea	200
Bibliography		100
Teaching Unit		100
In-class Activities/Quizzes		100
Attendance		<u>200</u>
		700
Graduate Research Paper		<u>100</u>
		800

Grading:	
A =	93%-100 %
B. =	83%- 92 %
C =	73%- 82 %
D =	63%- 72 %
F =	Below 63 %

Graduate Students will meet with the professor to discuss the additional required research paper: expanding the annotated bibliography into a paper.

Attendance is mandatory. Much of what is learned takes place within the class. Please note that points for attendance are part of your grade. You may make up missed quizzes during regular office hours *within one week* of the missed class. See attendance Policy for details.

Any student eligible for and requesting academic accommodations due to a disability is requested to provide a letter of accommodation from PACE or Student Academic Support Center within the first two weeks of the semester.

IX. Textbook:

Wood, Judy, (1997), Exceeding the Boundaries, Orlando, Fla: HBJ

X. Other Resources

Alberto, P. A., and Troutman, A. C. Applied Behavior Analysis for Teachers. Columbus, OH: Merrill, 1990.

Baca, L., and Cervantes, H. The Bilingual Special Education Interface. Columbus, OH: Merrill, 1989.

Ballard, J., Ramirez, B., and Zantal-Wiener, K. Public Law 94-142, Section 504, and Public Law 99-457: Understanding What They Are and Are Not. Reston, VA: The Council for Exceptional Children, 1987.

Banks, J. A. Multiethnic Education: Theory and Practice. Boston: Allyn and Bacon, 1988.

Barraga, N. C. Visual Handicaps and Learning. Austin, TX: Exceptional Resources, 1983.

Bateman, B.D. "Law and Special Education" in J. M. Kauffman and D. P. Hallahan's (eds), Handbook of Special Education, Englewood Cliffs, NJ: Prentice Hall, 1981.

- Batshaw, M. L., and Perret, Y. M. *Children with Handicaps: A Medical Primer*. Baltimore: Paul H. Brookes, 1986.
- Bernstein, D. K., and Tiegerman, E. *Language and Communication Disorders in Children*. Columbus, OH: Merrill, 1989.
- Bickel, W. E., and Bickel, D. D. "Effective Schools, Classrooms, and Instruction: Implications for Special Education," from *Exceptional Children*, 1986, Vol 52, pp. 489-500.
- Blalock, G., Polloway, E. A., and Patton, J. *Strategies for Teaching Students with Learning and Behavior Problems*. Columbus, OH: Merrill, 1989.
- Boothroyd, A. "Technology and Science in the Management of Deafness," from *American Annals of the Deaf*, 1987, Vol 132, pp. 326-329.
- Brody, H. "The Great Equalizer; PC's Empower the Disabled," from *PC Computing*, 1989, Vol 2, pg. 91.
- Carnine, D., and Kameenui, E. J. "The Regular Education Initiative and Children with Special Needs: A False Dilemma in the Face of True Problems," from *Journal of Learning Disabilities*, 1990, Vol 23, pp. 141-144.
- Chalfant, J. C., and Kirk, S. A. *Academic and Developmental Learning Disabilities*. Denver, CO: Love Publishing Co., 1984.
- Clark, B. *Growing Up Gifted*. Columbus, OH: Chas E. Merrill, 1988.
- Colangelo, N., and Davis, G. *Handbook of Gifted Education*. Boston: Allyn and Bacon, 1990.
- Cole, M. L. and Cole, J. T. *Effective Intervention with the Language-Impaired Child*. Rockville, MD: Aspen Publications, 1989.
- Conroy, M. "Where Have all the Small Girls Gone?," from *Psychology Today*, 1989, Vol 23, pg. 20.
- Davis, G. A. and Rimm, S. B. *Education of the Gifted and Talented*. Englewood Cliffs, NJ: Prentice Hall, 1989.
- Dunst, C. J., Trivette, C. M., and Deal, A. *Enabling and Empowering Families*. Cambridge, MA: Brookline Books, 1988.
- Ehly, S. W., Conoley, J. C., and Rosenthal, D. M. *Working with Parents of Exceptional Children*. Columbus, OH: Chas E. Merrill, 1985.
- Elksnin, L. K., and Elksnin, N. "Collaborative Consultation: Improving Parent-Teacher Communication," from *Academic Therapy*, 1989, Vol 24, pp. 261-269.
- Elksnin, L. K., and Elksnin, N. "Helping Parents Solve Problems at Home and School through Parent Training," from *Intervention*, 1991, Vol 26, pp. 230-233, 245.
- Fewell, R. R. and Vadasy, P. F. *Families of Handicapped Children: Needs and Supports Across the Life Span*. Austin, TX: Pro-Ed., 1986.
- Flynn, R. J., and Nitsch, K. E. *Normalization, Integration, and Community Service*. Austin, TX: Pro-Ed, 1980.

Fraser, B. A., and Hensinger, R. N. *Managing Physical Handicaps: A Practical Guide for Parents, Care Providers, and Educators*. Baltimore: Paul H. Brookes, 1983.

Gallagher, J. J., and Vietze, P. M. *Families of Handicapped Persons: Research, Programs and Policy Issue*. Baltimore: Paul H. Brookes, 1986.

Gartner, A., and Joe, T. *Images of the Disabled/Disabling Images*. New York: Praeger, 1986.

Gaylord-Rodd, R. *Integration Strategies for Students with Handicaps*. Baltimore: Paul H. Brookes, 1989.

Gearheart, B. R., Weishahn, M. W., and Gearheart, C. *The Exceptional Student in the Regular Classroom*. St. Louis, MO: Mosby Publishing Company, 1988.

Guralnick, M. J., and Bennett, F. C. *The Effectiveness of Early Intervention for At-Risk and Handicapped Children*. New York: Academic Press, 1987.

Hallahan, D. P., and Kauffman, J. M. *Exceptional Children*. Englewood Cliffs, NJ: Prentice Hall, 1991.

Hammill, D. D., and Bartel, N. R. *Teaching Students with Learning and Behavior Problems*. Austin, TX: Pro-Ed, 1990.

Hanson, M. J., and Harris, S. R. *Teaching the Young Child with Motor Delays*. Austin, TX: Pro-Ed, 1986.

Institute of Medicine. *Research on Children and Adolescents with Mental, Behavioral and Developmental Disorders*. Washington, D.C.: National Academy Press, 1989.

Johnson, D., and Blalock, J. *Adults with Learning Disabilities*. New York: Grune and Stratto, 1987.

Kauffman, J. M. *Characteristics of Childrens' Behavior Disorders*. Columbus, OH: Merrill, 1989.

Lahey, M. *Language Disorders and Language Development*. New York: Macmillan, 1988.

Landesman, S., and Butterfield, E. C. "Normalization and Deinstitutionalization of Mentally Retarded Individuals: Controversy and Facts," from *American Psychologist*, 1987, Vol 42, pp. 809-816.

Lipsky, D. K., and Gartner, A. "Capable of Achievement and Worthy of Respect: Education for Handicapped Students as if they were Full-fledged Human Beings," from *Exceptional Children*, 1987, Vol 54, pp. 69-74.

Lloyd, J. W., Crowley, E. P., Kohler, F. W., and Strain, P.S. "Redefining the Applied Research Agenda: Cooperative Learning, Pre-referral, Teacher Consultation, and Peer-mediated Interventions," from *Journal of Learning Disabilities*, 1988, Vol 21, pp. 43-52.

Ludlow, B. L., Turnbull, A. P., and Luckasson, R. *Transitions to Adult Life for People with Mental Retardation- Principles and Practices*. Baltimore: Paul H. Brookes, 1988.

Maloney, P. L. *Practical Guidance for Parents of the Visually Handicapped preschooler*. Springfield, IL: Chas C. Thomas, 1981.

- Martin, D. *Cognition Education and Deafness: Directions for Research and Instruction*. Washington D. C.: Gallaudet University, 1985.
- Medway, F. J. *The Second Handbook on Parent Education*. San Diego, CA: Academic Press, 1989.
- Miczio, P. M. *Parenting Children with Disabilities: A Professional Source for Physicians and Guide for Parents*. New York: Marcel Dekker, 1983.
- Milgram, R. M. *Teaching Gifted and Talented Learners in Regular Classrooms*. Springfield, IL: Chas C. Thomas, 1989.
- Moores, D. F., and Meadow-Orlans, K. *Educational and Developmental Aspects of Deafness*. Washington, D. C.: Gallaudet University Press, 1990.
- Morris, R. J., and Blatt, B. *Special Education: Research and Trends*. New York: Pergamon Press, 1986.
- National Head Injury Foundation. *An Educator's Manual: What Educators Need to Know about Students with Traumatic Brain Injury*. Southborough MA: 1988.
- Nazzaro, J. N. *Exceptional Timetables: Historic Events Affecting the Handicapped and Gifted*. Reston, VA: The Council for Exceptional Children, 1977.
- Osborne, A. G. "How the Courts Have Interpreted the Related Services Mandate," from *Exceptional Children*, 1984, Vol 51, pp. 249-252.
- Parke, B. N. *Gifted Students in Regular Classrooms*. Boston: Allyn and Bacon, 1989.
- Polloway, E., Patton, J., Payne, J., and Payne R. *Strategies for Teaching Learners with Special Needs*. Columbus, OH: Chas E. Merrill, 1989.
- Prasse, D. P. "Legal Influence and Educational Policy in Special Education," from *Exceptional Children*, 1988, Vol 54, pp. 302-308.
- Public Law 4-142 and corresponding regulations.
- Pullen, P. L., and Kauffman, J. M. *What Should I Know about Special Education? Answers for Classroom Teachers*. Austin, TX: Pro-Ed, 1987.
- Rutherford, R. B., Nelson, C. M., and Forness, S. R. *Bases of Severe Behavioral Disorders of Children and Youth*. Boston: Little Brown, 1988.
- Seligman, M., and Darling, R. B. *Ordinary Families, Special Children: A Systems Approach to Childhood Disability*. New York: Guilford Press, 1989.
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- Stewart, J. C. *Counseling Parents of Exceptional Children*. Columbus, OH: Chas E. Merrill, 1986.
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- Wang, M. C., Reynolds, M. C., and Walberg, H. J. *Handbook of Special Education: Research and Practice, Vol. 1: Learner Characteristics and Adaptive Education*. New York: Pergamon Press, 1987.
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- Wehman, P., Moon, M. S., Everson, J. M., Wood, W., and Barcus, J. M. *Transition from School to Work: New Challenges for Youth with Severe Disabilities*. Baltimore: Paul H. Brookes, 1988.
- Whitmore, J. R., and Maker, C. J. *Intellectual Giftedness in Disabled Persons*. Rockville, MD: Aspen, 1985.
- Wood, J. W. *Mainstreaming: A Practical Approach for Teachers*. Columbus, OH: Chas E. Merrill, 1989.
- Yanok, J. "Free Appropriate Public Education for Handicapped Children; Congressional Intent and Judicial Interpretation," from *Remedial and Special Education*, 1986, Vol 7, pp. 49-53.

XI. Faculty frequently teaching this class:

Cris Whitlow
Michelle Arant
Claudia Joplin

XII. Prerequisites: None

XIII. Required for Teacher Education and Special Education Programs.